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ABSTRACT

This annotated bibliography, developed as a part of a course in methodology for teaching English as a Second Language (ESL), focuses on material that will assist ESL and English-as-a-Foreign-Language (EFL) teachers in increasing the oral interaction of students in the language classroom. Published materials included are limited to periodicals. Some unpublished materials are also cited, including instructional materials being pilot tested and conference papers. Items cited address either the practical task of improving oral interaction or provide background information. Citations are divided into three sections, including: (1) techniques and activities (41 citations); (2) models and suggestions (19 citations); and (3) implications and evaluations of theoretical applications (10 citations). Each citation includes basic bibliographic information, including the ERIC document number when applicable, and a brief annotation. (MSE)

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ED332494

A Bibliography of TESOL Materials Relating to the Increase and Improvement of Classroom Oral Interaction

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Course: TESL/TEFL Methodology

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Preface

The following bibliography is presented for the specific purpose of assisting ESL/EFL teachers interested in increasing and improving the oral interaction in their classrooms. In selecting materials for inclusion in this bibliography, we have made every effort to keep the focus on oral interaction and practical application. However, in that none of the so-called "language areas" (i.e. reading, writing, speaking and listening) can be absolutely isolated in any practical sense, especially in an interaction context, many articles have been included that involve these other skills, but only where they impinge directly upon oral interaction. Furthermore, although the main concern of this bibliography is the practical task of improving oral interaction, we have deemed it desirable and necessary to provide a body of materials that span a range that will give the teacher a working background in this particular pursuit. This range is represented in the three categories to be found in the bibliography: techniques and activities, models and suggestions, and implications and evaluations of theoretical applications.

In selecting materials we have limited our search to periodicals, in regard to published material, but have set no limits on relevant material from unpublished sources. When possible, we have supplied the ERIC ED number for the convenience of the user. Abstracts that have been quoted directly from their source have been thus labeled. Modifications thereof will bear the initials of the bibliographer followed by the original

source. Original abstracts will bear the initials of the author.

I. Techniques and Activities

Archibald, J. (1987). Developing natural and confident speech: Drama techniques in the pronunciation class. TESL Talk, 17(1), 153-59.

Drama can act as a bridge between the classroom and the real world in teaching students to communicate in a second language. Teaching technique using drama to help improve students' pronunciation of English as a second language are described, as they relate to articulation, pitch, volume, rate and variety. (ERIC)

Belfiore, M. E. (1988). English at work: A tool kit for teachers. TESL Talk, 18(1), 24-34.

Describes a participatory process of English-as-second-language learning exemplified in instructional materials with which teachers and students work together through a three-step process (description, analysis, and action) during which opportunities occur for developing the language skills of listening, speaking, reading and writing. (ERIC)

Blanche, P. (1987). Taking second language learners beyond the classroom: Gathering natural speech samples. Cross Currents, 13(2), 29-42.

Outlined are classroom techniques designed to teach students points such as when to use formal or informal styles, how to maintain social distance, when and how to interrupt. Suggestions for using tapes of native speakers in the classroom are made. (ST/LLBA)

Blossom, G. A. (1989). Use a raffle to teach ESL? Crazy? No! Effective? Yes! TESL Reporter, 22(10), 3-8.

Describes the use of a raffle as a technique to learn to speak English. The raffle is only a means to developing oral proficiency in English. With each new raffle, a new set of vocabulary items is developed and used. The raffle technique can be used for almost any class in any level. Examples are provided. (IC)

Bright, J. R., & Leibman, S. (1985). Supplemental exercises: Field test copy. Listen & Communicate Book One (Part A): English as a Second Language. [ERIC ED 273 760]

This book is designed to provide supplemental materials covering such topics as introducing and identifying oneself and others, greeting, following classroom instructions, classroom objects, commands, asking for emergency assistance, addressing time, describing daily routines, describing locations, identifying

foods, expressing likes and dislikes, asking for repetition or clarification, describing physical/emotional state. (IC/ERIC)

Byrne, D. (1985). Simulation work with large classes. English Teachers' Journal, 32, 26-33.

Discusses ways in which the simulation technique can be used in classes of 30 or more students by structuring the simulation so that all the students are involved simultaneously, although in different ways. Seven stages are suggested for developing, presenting, and doing a simulation; a sample simulation is presented. (ERIC)

Charge, N. J., & Giblin, K. (1988). Learning English in a video studio. ELT Journal, 42(4), 282-87.

With access to video cameras and a video studio, students can learn how to film and produce short sequences in English. The process of planning and filming involves the learners in real communication tasks, which cannot be completed successfully unless the necessary linguistic skills have been mastered. (DP/AA)

Coelho, E. (1988). Creating jigsaw units for the ESL classroom: How to develop instruction units for co-operative group learning in the communication curriculum. TESL Talk, 18(1), 69-81.

Describes the Jigsaw technique, a small-group organization and instructional method which offers a highly interactive learning experience, and how it can be applied in adolescent and adult English-as-a-second-language classes or used as a model from which teachers can create their own instructional materials. (ERIC)

Coleman, H. (1987). 'Little tasks make large return': Task-based language learning in large crowds. Lancaster Practical Papers in English Language Education, 7, 121-45.

This paper describes a package of materials and methodology for teaching English to undergraduates in Indonesia. The materials forced students to work in groups on a series of linked problem-solving activities related to their future needs. The approach was found successful, encouraging new modes of classroom behavior and a mature approach to learning. (DP/AA)

Cormon, F. (1986). Humanistic activities and teacher motivation. ELT Journal, 40(4), 278-81.

This article describes five activities that are humanistic techniques in that they take into account the interests and personalities of the students and deal with the 'here-and now'.

Good news for the teacher: they are rewarding not only for the students, but for the teacher too. After all, a happier teacher makes a better learning situation and thus more efficient learners. (DP/AA)

Duppenthaler, P. (1988). The naming chain. TESL Reporter, 21(3), 47-48.

A low anxiety method is provided for introducing students and teacher to each other. Follow up exercises are also provided. (DP)

Flores, N. L. (1988). Teaching job-related interaction skills to ESL students of speech communication. Paper presented at the Annual Meeting of the Western Speech Communication Association, San Diego, CA. [ERIC ED 297 574]

An instructional model for developing skills in job-related interaction among students of ESL is proposed and discussed. It includes techniques for job interview interactions and for work-related, informative and persuasive speaking experiences. (ST/ERIC)

Guglielmino, L. M. (1986). The affective edge: Using songs and music in ESL instruction. Adult Literacy and Basic Education, 10(1), 19-26.

States that music can be an effective instructional method for enlivening the English as a second language classroom and for facilitating language learning. The approach can be used to address various learning styles. Examples and guidelines are provided. (ERIC)

Hudson, D. D., & Ratliffe, S. A. (1988). A developmental approach to speaking and listening skills in a multi-cultural classroom. Paper presented at the 59th Annual Meeting of the Western Speech Communication Association.

A well-received intermediate ESL course designed to help students develop speaking and listening skills is discussed. Each unit of study consists of competency-based learning objectives, oral and written exercises, a skill demonstration assignment, and visits with native English-speaking community volunteers. (ST/ERIC)

Jacobs, G. (1988). Co-operative goal structure: A way to improve group activities. ELT Journal, 42 (2), 97-100.

Simply putting students together in a group is no guarantee that co-operation will occur. One factor affecting the success of group activities is the goal structure present in the classroom. This article explains the concept of goal structure and

illustrates three principal types of goal structure. (DP/AA)

Jones, F. (1986). My 10 favorite ESOL teaching games. (Available from [Sun Belt Literacy Bookstore, 1401 SW topeka Blvd., Topeka, KS 66612]). [ERIC ED 296 576]

This booklet outlines the instructions for the games that have proved to be effective in English for speakers of other languages (ESOL) courses. Two dialogue games, a vocabulary game, four structure focus games, and three pronunciation games are described. (ST/ERIC)

Kahler, W. (1989). A mnemonic aid to oral topical reviews. Forum, 27(3), 51-51.

States that the most conventional way of oral-aural comprehension of topically related materials is the question-answer form. The students can be asked to present an oral summary of the review topic. The author provides some techniques for reaching this type of oral-review exercise. (IC)

Kerr, L. (1985). Pair work: Some practical hints. Forum, 23(4), 22-24.

States the features of pair work. The value of this type of activity is: it provides a greatly enhanced opportunity for communication between students, and most of it is real communication (as opposed to a drill involving student-to-student exchanges.) Examples of pair work are provided. (IC)

MacDonald, M. G. (1989). Oral dialogue journals: Spoken language in a communicative context. TESL Reporter, 22(2), 27-31.

Through the use of taped oral dialogue journals, students are given a method for developing oral strategies and fluency. Benefits are described, such as the feasibility of listening to dialogues repeatedly, pausing whenever desired, using dictionaries to aid in both comprehension and production--all without the intimidation of a listener being present. (DP)

McBeath, N. (1986). Using job-related pictures to stimulate oral production. Forum, 24(4), 32-34.

Summarizes that it has become an accepted technique to use a picture whenever possible to stimulate class interest. Suggests that teachers build up a picture file as a used aid at all levels of teaching. Examples and implications are mentioned. (IC)

Mellor, J. (1988). Some steps to improve your spoken English. Developed as part of Special Collection on the Training of Teaching Assistants. [ERIC ED 292 297]

The first section offers four speech improvement suggestions requiring little or no extra time, including speaking English as much and as often as possible, imitating native speakers, asking for the correct form, and finding out what problems need the most attention. The second section lists relevant resources at the university. (ST/ERIC)

Montgomery, C., & Eisenstein, M. (1985). Real reality revisited: An experimental communicative course in ESL. TESOL Quarterly, 19(2), 317-34.

Described is an experimental oral communication course (OCC), consisting of structured field trips preceded by preparation (listening to tapes, practicing functional language, and deciding on what information to obtain), and followed by a discussion with a resource person. In the subsequent class, students evaluated the trip and revieved the new language used and the information gained. (ST/ERIC)

Nation, P. (1989). Speaking activities: Five features. ELT Journal, 43(1), 24-27.

This article proposes that speaking activities for language teaching make use of a limited and describable number of features to make them interesting and relevant. The author suggests that by understanding these features, teachers can improve the speaking activities they use, and that they can create their own activities, based on individual features and on combinations of them. (DP)

Phillips, C. (1988). Keeping up with the Joneses. TESL Talk, 18(1), 123-34.

A series of high-interest. low English-language-learning-level stories developed for adult students of English as a second language are combined as a soap opera for classroom use. Each unit includes one story and a student worksheet with exercises for story comprehension, communication, grammar, vocabulary development, practice with idioms, discussion, and composition. (ST/ERIC)

Poirier, F. (1986). Travail manuel et civilisation [Integrating manual work into the teaching of the culture of the language]. Langues Modernes, 80(4/5), 9-39.

A project involving the construction of a typical English house is described. Study of the target culture enriches the content of language learning and motivates the students. Projects of this kind bring the language class down from its inward-looking isolation and give pupils the chance to speak about what they themselves want to do, and how and why. (ST)

Quelbemann, F. (1988). Excuses, excuses, excuses (a funny thing happened on the way to English class). TESL Reporter, 21(2), 39-40.

The author presents a method in which he has elaborated the simple act of students excusing themselves for tardiness or absence from class into an exercise that contains tremendous entertainment and communicative value. (DP)

Redfield, M. (1987). Self-introductions for that first day in a humanistic classroom. TESL Reporter, 20(1), 20-28.

This article presents a method for overcoming anxiety for both teacher and students in the process of getting mutually acquainted with each other. Many options are presented, including whole-class, group, pair, volunteer or mixer arrangements. (DP)

Rinvolucri, M. (1985). Grammar games, cognitive, affective and drama activities for EFL students. New York: Cambridge University Press. [ERIC ED 263 776]

A collection of 56 classroom games to be used in grammar instruction in English as a Second Language, including dramatic activities. Each exercise is proposed for a specific level based on the grammar content, and notes about the use of the games and related activities in class are included. (ST/ERIC)

Rosenfeld, S. (1988). Roll call as warm-up. TESL Reporter, 21(1), 18-20.

The activity of roll call is made the center of an exercise that provides variation in something that is quite often an obligatory and boring routine. By changing the rules, the author provides a technique that allows students to be creative and gain insights into each others personality. (DP)

San Jose, C. (1988). Story drama in the content areas. Language Arts, 65(1), 26-33.

Recommends the role playing of story drama in classrooms. Nor need every character necessarily say every line that fits his or her action. This is a kind of classroom activity for reading, understanding texts and practicing orally. The only demand is that lines should be logical, and the characters should be able to express his or her lines. (IC)

Seng, M. W. (1987). Telling time on the overhead projector. ESL Reporter, 20(2), 35-36.

Suggests that an easily made, movable clock transparency can open

the door to a variety of interesting, student-centered classroom activities for stimulating both oral and written language practice. The class can be divided into dyads or triads; small groups might converse in describing different things they do at different times. (IC)

Seng, H. W. (1986). Getting to your house on an overhead projector. TESL Reporter, 19(1), 19.

Suggesting that using transparencies to show students the prepositional relationships. They also learn some alternative ways directions can be expressed. Students can work in pairs or directing each other for practice in requesting and giving directions for a trip. Examples are provided. (IC)

Takashima, H. (1986). Using telephone conversations to practice speaking and listening comprehension. Forum, 24(4), 2-5.

The technique of using telephone conversations may well motivate students as well as providing opportunities to contextualize material in an interesting way. The more realistic the situation, the greater the opportunity to concentrate on the language necessary for the effective completion of a verbal transaction. (IC)

Tomscha, T. (1986). Using TPR Communicatively. Paper presented at the annual conference of the International Association of Teachers of English as a Foreign Language, Brighton, England. (ERIC ED 273 133)

Presents an approach to the common experience of shopping which was developed and a dialogue for which the students needed to learn only a few simple forms. The technique combines effective features of TPR and an introduction to various tenses and lexical sets. Examples of language sequences and illustrations are included. (IC/ERIC)

Wajnryb, R. (1988). Communicative Use of Newspaper Texts in Classroom Reading: The Read-Ask-and-Tell Approach. Reading in a Foreign Language, 4(2), 107-18.

Describes a method of using newspaper articles in the English-language classroom called Read-Ask-and-Tell. The place of authentic materials in the classroom, including some of the pitfalls, are discussed. The Reading, Asking, and Telling components are outlined, and activities for consolidation and reinforcement of skills are suggested. Appendices contain sample articles. (ERIC)

Wajnryb, R. (1988). Affective English. TESL Reporter, 21(1), 7-8.

This lesson is designed as an ice-breaker at the start of a course. The lesson relies on the emotive power of visual resources. The purpose is to have students "open up" about their feelings to talk about it and share with fellow students. This lesson can be used with all levels and with EFL and ESL learners with some adjustments. (IC)

White, C. J. (1989). Negotiating communicative language learning in a traditional setting. ELT Journal, 43(3), 213-16.

The language-teaching circumstances outlined in this article are located in China. An indigenous means of communication, namely wall posters, was transferred to the classroom and used as a basis for an extended session of fluency-focused activities, through which students became independent users of the language they had acquired. (DP/AA)

Wierus, A. (1989). Four favorite language games. Forum, 27(1), 47-48.

States the tendency today in foreign-language teaching is heading toward developing fluent communication. The author presents four language games which are suitable for pupils aged 15-19. These four games are: Cue-Card Game, Strip-Story Games, A piece of Dictation, and Twenty-Questions Game. (IC)

Willis, D., & Willis, J. (1987). Varied activities for variable language. ELT Journal, 41(1), 12-18.

Activities which focus on form and communicative outcome are suggested for developing accuracy and fluency in second language students. Examples of such activities (with focus on the English as a Second Language learner) that vary the circumstances of communication in the classroom are presented. (ERIC)

Yang, H. (1988). Using seminar techniques to improve oral English: The Chinese experience. System, 16(2), 201-06.

Seminar techniques helped postgraduate students to improve their oral English communicative competence. After a first stage which provided essential knowledge of English structure, special topics were chosen and related reading materials assigned. After careful preparation, discussion took place in class with questioning and debating together. (DP/AA)

Yule, G., & Gregory, W. (1989). Survey interviews for interactive language learning. ELT Journal, 43(2), 142-49.

A survey-interview exercise is described as it evolved through the efforts of some ESL learners to develop better spoken English

skills. The learners, prepared a questionnaire on a topic of interest and were required to interview local American students, record the interview, and present their recorded interviews in class. (DP/AA)

II. Models and Suggestions

Allen, W., & Waugh, S. (1986 Nov). Dealing with accuracy in communicative language teaching. TESL Canada Journal (spec iss), 1, 193-205.

A self-assessment unit, developed to encourage accuracy in English as a second language, teaches adult students to: determine and assess the cost of errors in their native language; develop sensitivity toward errors in their native language; and focus on accuracy in speaking and writing. (ERIC)

Bliss, B. (1987). Developing functional communication skills in adult ESL students. Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education, Washington D.C. [ERIC ED 290 889]

This guide examines three types of syllabi (grammatical, topical, and functional) that can be used in helping adult ESL students develop functional communication skills. Examples of the types of vocabulary that would be introduced in each curriculum are provided, and the main approaches that would be taken in each of the three types of courses are discussed. (ST/ERIC)

Doughty, C., & Pica, T. (1986). "Information gap" tasks: Do they facilitate second language acquisition? TESOL Quarterly, 20(2), 305-25.

Describes a study conducted to determine the effects of task type and participation pattern on language classroom interaction. Evidence suggests that tasks which require information exchange are crucial to conventional modification of classroom interaction and that group and dyad interaction patterns produce more modification than teacher-fronted situations. (ERIC)

Elson, N. (1987). Unintelligibility and the ESL learner. TESL Talk, 17(1), 171-75.

English as a second language teachers should make learners comfortable with the fact that not being understood at times is a natural and expected part of the communication process. Encouragement to understand what lies behind the misunderstandings and what strategies might be employed to ensure continued communication serves learners well on the long roadt to fluency. (ERIC)

Engkent, L. P. (1986, November). Real people don't talk like books: Teaching colloquial English. TESL Canada Journal(spec iss) 1, 225-34.

Discusses different characteristics of conversational English, including: pronunciation, ellipsis, use of "you" as a general

pronoun, hesitation markers, subject-verb agreement, pronoun agreement, verbs, modifiers, comparisons, euphemisms, idioms, slang, and phatic/ritualistic expressions. (ERIC)

Enright, D. S., & McCloskey, M. L. (1985). Yes, talking!: Organizing the classroom to promote 2nd language acquisition. TESOL Quarterly, 19(3), 431-51.

Summarizes the central assumptions of the communicative language teaching model and the potential difficulties that regular classroom teachers may face in implementing it. Seven criteria for use in organizing communicative classrooms are presented, and applications of these criteria to decisions about organizing classroom interaction and the physical environment are described. (ERIC)

Fitch, K. L. (1985). Teach nonverbal communication patterns in the ESL classroom. Cross Currents, 12(1), 15-25.

Suggests groups of classroom activities according to level of competence. They include imitation, charades, touching, pictures which tell a story, role-playing, conveying nonverbal behavior should be an integral part of language learning at all levels. Although nonverbal cues are exchanged subconsciously, they can be brought to students' attention in the classroom. (IC/LT)

Gatbonton, E., & Segalovitz, N. (1988). Creative automatization: Principles for promoting fluency. TESOL Quarterly, 22(3), 473-92.

A discussion of the theory and practice of a "creative automatization" process by which learners can develop the automaticity component of fluency in second-language production in a classroom setting. Five specific design criteria are presented to help teachers develop their own activities for promoting fluency within this framework. (ST/LLBA)

Hall, D., & Kenny, B. (1988). An approach to a truly communicative methodology: The AIT pre-sessional course. English for Specific Purposes, 7, 19-32.

Summarizes a course for students at the Asian Institute in Bangkok. Activities include analysis of findings, discussion, explanation, and criticism of special articles and of the work of other groups. The teacher's role is to develop student's ability to organize and articulate their thoughts and purposes, the emphasis being on what they want to say. (IC/LT)

Hood, W. (1986). Communication groups: Topic and structure. TESL Reporter, 19(2), 33-36.

Suggests that communication groups offer a number of advantages.

Communication group exercises make use of the desire (which results form student's desiring to communicate with each other in meaningful ways) and provide a medium for students to develop their ability to communicate in real situations. (IC)

Horwitz, E. K. (1986). Adapting communication-centered activities to student conceptual level. Canadian Modern Language Review, 42(4), 827-40.

Suggests ways that teachers can vary the structure in foreign language instruction - particularly communication-centered activities - to match student's conceptual level. Describes how students benefit from differential levels of structure and educational environments based on their conceptual level. States that students at lover conceptual levels tend to be more 'concrete'. (IC/LT)

Magahay, J. W. (1985). A not so trivial pursuit. TESL Canada Journal, 2(2), 63-65.

Describes procedures for designing trivial games to be used in teaching English as a second language. The students participate in designing the games, thereby gaining practice in the four basic language skills and the formation of yes-no questions, information questions, and statements. Provides examples for young intermediate ESL students. (ERIC)

McKenna, E. (1987). Preparing foreign students to enter discourse communities in the U.S. English for Specific Purposes, 6(3), 187-202.

The dynamics of classroom behavior in a college lecture class were observed for five semesters. The questioning process analyzed question types and their effect on the development of discourse. Sample English-for-academic-purposes activities are given using the question typology. (ERIC)

Morgan, N., & Saxton, J. (1986). Enriching language through drama. Language Arts, 65(1), 34-39.

Suggests that drama can serve as models and stimuli for students to work in role or out of role. Students, in responding, begin to manipulate their own language at both conscious and unconscious levels. They subconsciously monitor what it is they are saying and how they are saying it. (IC)

Morrow, K., & Schocker, M. (1987). Using texts in a communicative approach. ELT Journal, 41(4), 248-56.

Considers several ways in which texts are used in English-as-a-Foreign-Language (EFL) classrooms where communicative skills are taught. These texts fail to offer the EFL student the

possibility of personal involvement of the sort that would be normal with a text in the native language. Suggestions are made for using texts in a way which encourages such involvement. (ERIC)

Murphy, D. F. (1986). Communication and correction in the classroom. ELT Journal, 40(2), 146-51.

The way we use feedback to keep talk going in conversation is described, contrasting this with what often happens in language classrooms. The author also describes the functions of feedback in conversation and exemplifies how it is given, concluding with suggestions to develop feedback on fluency in the classroom. (DP)

Register, N. A. (1986). Talking on tape: The audio cassette as an aid to oral skills improvement. TESL Reporter, 19(1), 7-11.

Suggests that exploration of projects and assignments can be adapted to a personal taping procedure. It can provide a unique and productive source of pedagogical support. Teachers can supplement textbook materials with routines directed towards learners' special requirements. Provides some related suggestions to help students perfect oral and aural competence. (IC)

Wajnryb, R. (1987). When silence isn't golden--teaching learners to use conversational fillers. TESL Reporter, 20(3), 47-52.

In this article, after pointing out the delicate but necessary nature of teaching conversational fillers, the author goes on to provide both illustrations of possible problems and suggestions and techniques for overcoming them. (DP)

Wulff, R. (1987). Building community through structured interview. TESL Reporter, 20(1), 6-9.

States that adult learners bring rich experiences and insights to any learning situation. They also bring the need for learning through relevant contents. Learning for adults must be based on requiring them to draw on their experiences and knowledge to share with fellow students. Suggests a structured interview with enough flexibility for learners to make adequate oral and aural practice. (IC)

III. Implications and Evaluations of Theoretical Applications

Bik-may, A. T. (1987). An analysis of different types of interaction in ESL classroom discourse. IRAL, 25(4), 336-53.

Demonstrates that there are different types of interaction in English-as-second-language classroom discourse, including 'negotiating' and 'non-negotiating' interaction which is similar to that in social exchanges in which meaning is negotiated between the interlocutors. (ERIC)

Cathcart-Strong, R. L. (1986). Input generation by young second language learners. TESOL Quarterly, 20(3), 515-30.
Examined spontaneous communicative acts (requests for information, calls for attention, intention statements, etc.) of a group of young second language learners and their native-speaker interlocutors in three play situations. Results showed that, while the response rate to some types of utterances was predictable, others did not generate the expected feedback. (ERIC)

Di Pietro, R. J. (1987). Interactive discourse in the L2 classroom. Paper presented at the Annual Meeting of the International Association of Applied Linguistics, Sydney, New South Wales, Australia. [ERIC ED 299 798]

A study of the use of interactive discourse in the second language classroom begins with a discussion of the regulation of discourse, examines the use of scenarios for the promotion of interactive discourse, and provides evidence from classroom use of the effectiveness of this technique. (ST/ERIC)

Gardner, D. (1987). Communication games: Do we know what we're talking about? ELT Journal, 41(1), 19-24.

Describes an attempt made at the University of Reading to support or discount claims made about the pedagogic value of communication games. Some evidence was found in support of games' roles in encouraging students to practice language skills. (ERIC)

Huang, X. H., & van Naerssen, M. (1987). Learning strategies for oral communication. Applied Linguistics, 8(3), 287-307.

Describes the study of learning strategies employed by successful (defined in terms of oral communicative abilities) Chinese learners of English. These strategies are compared to those of less successful learners and those of other population types from other studies. The test of oral communicative abilities is described. A strategies questionnaire is included. (ERIC)

Matheidesz, M. (1988). Communication games--are they really effective? Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language, Edinburgh, Scotland. [ERIC ED 299 820]

An experiment investigated the effectiveness of communication games in monolingual classes in English as a second language (ESL). It studied the reactions of both teachers and students to the regular use of the games, and the ways in which the games fostered language learning. Game descriptions/instructions are appended. (ST/ERIC)

Nunan, D. (1987). Communicative language teaching: Making it work. ELT Journal, 41(2), 136-45.

A classroom-based study of communicative language practice revealed the persistence of non-communicative patterns of interaction. A follow-up study demonstrated that it is possible for teachers to foster more communicative language use. This article demonstrates the importance of validating theory against what actually happens in the classroom. (DP)

Murphey, T. (1987). English through music: A sheltered subject matter language course. Bulletin CILA, 46, 95-100.

Summarizes an experimental source which aimed to improve students' English through discussion and examination of pop, rock, folk, and classical music. The students were able to forget their difficulties with language and grammar in concentrating on the subject (music). Because the teacher was interested in their ideas and not setting up as an authority on the subject, an equal encounter situation was created. (IC/LT)

Pica, T. (1987). The Impact of interaction on L2 Comprehension. TESOL Quarterly, 21(4), 737-58.

Comparison of the English comprehension of 16 non-native speakers on task directions presented by native English speaker indicated that comprehension was best assisted when the content of directions was repeated and rephrased in interaction. Reduction in linguistic complexity in the premodified input did not significantly affect comprehension. (ERIC)

Sharrock, W. W., & Watson, D. R. (1989). 'Reality construction' in L2 simulations. System, 13(3), 195-206.

Using the ethnomethodological and conversation-analytic perspectives, this study points out some directions for the sociological and linguistic analysis of simulation-games based on inspection of video-recordings of actual examples of second language learner game participation. (ERIC)